

**ONLINE READING STRATEGIES BY STUDENTS IN SENIOR HIGH
SCHOOL (A SURVEY STUDY AT SMA TRI SUKSES NATAR IN THE
ACADEMIC YEAR 2020/2021)**

A Thesis

Submitted as a Particular Fulfillment of the Requirements for S1-Degree

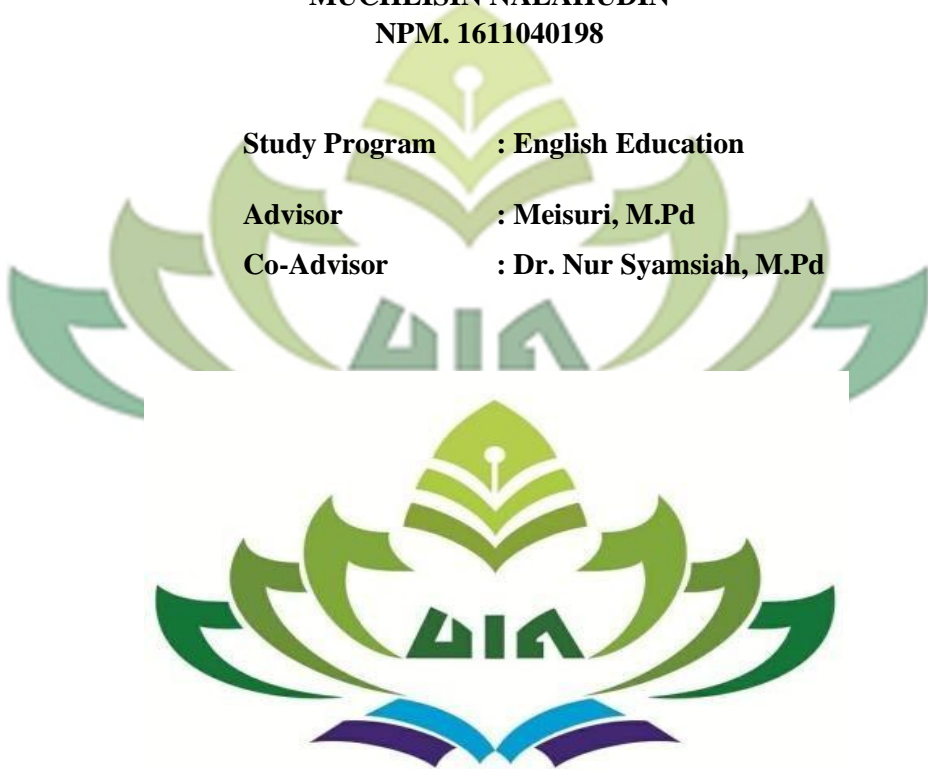
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ABSTRACT

This research aims to know the online reading strategies used by senior high school students in the second semester of the eleventh grade of SMA Tri Sukses Natar in the academic year 2020/2021. Online reading strategies are the way to comprehend a text that is in a digital format and to carry out the meaning from online text provides on the internet. Online reading strategies divide into three types, there are: global reading strategies, problem-solving strategies, and support reading strategies.

The researcher applied a survey study used a questionnaire, the questionnaire will be adapted as an Online Survey of Reading Strategies (OSORS) by Mokhtary & Shoeray to solve the problem. A questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic. Appropriate questions, correct ordering of questions, correct scaling, or good questionnaire format can make the survey worthwhile, as it make the views and opinion of the participants. The participants in this study consisted of 98 students from various classes in grade eleventh. The researcher will be distributed questionnaire through Google form. After getting the data, the researcher determines the data were analyses using SPSS 20 based on descriptive statistics (Mean & Standard Deviation) to know the frequently used each category of online reading strategies.

After analyzing the data, the survey results were obtained from a sample of students in online reading strategies. That the students use problem-solving strategies more often when doing online reading activities (Mean: 3.71; Std. deviation: 0.89) than the other two online reading strategies, support reading strategies in the second position (Mean: 3.47; Std. deviation: 0.40), while global reading strategies become the least frequently used strategies by students (Mean: 3.47; Std. deviation: 1.04) of grade eleventh at SMA Tri Sukses Natar in the academic year 2020/2021.

Keywords: High School Students, Online Reading Strategies, OSORS



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DECLARATION

I hereby state that this thesis entitled “Online Reading Strategies by Students in Senior High School (A Survey Study at SMA Tri Sukses Natar in the Academic Year 2020/2021)” is completely my own work. I am fully aware that I have quotes some statements, references, and ideas from various sources, and those are properly acknowledged in the text.

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MOTTO

وَمَا اجْتَمَعَ قَوْمٌ فِي بَيْتٍ مِنْ بُيُوتِ اللَّهِ يَتْلُونَ كِتَابَ اللَّهِ
وَيَتَدَارِسُونَهُ بَيْنَهُمْ إِلَّا نَزَلَتْ عَلَيْهِمُ السَّكِينَةُ وَغَشِيَتْهُمْ الرَّحْمَةُ
وَحَفَّتْهُمُ الْمَلَائِكَةُ وَذَكَرَهُمُ اللَّهُ فِيمَنْ عِنْدَهُ وَمَنْ بَطَّأَ بِهِ عَمَلُهُ لَمْ
يُسْرِعْ بِهِ نَسَبُهُ " .

[It will be said], “And those persons who assemble in the house among the houses of Allah (mosques) and recite (read) the Book of Allah and they learn and teach the Qur'an (among themselves) there would descend upon them tranquility and mercy would cover them and the angels would surround them and Allah mentions them in the presence of those near Him, and he who is slow-paced in doing good deeds, his (high) lineage does not make him go ahead.” (Hadith. Sahih Muslim: 2699) ¹

¹ <https://sunnah.com/muslim:2699a>. Accessed on Nov, 8th 2020

DEDICATION

From deep in my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

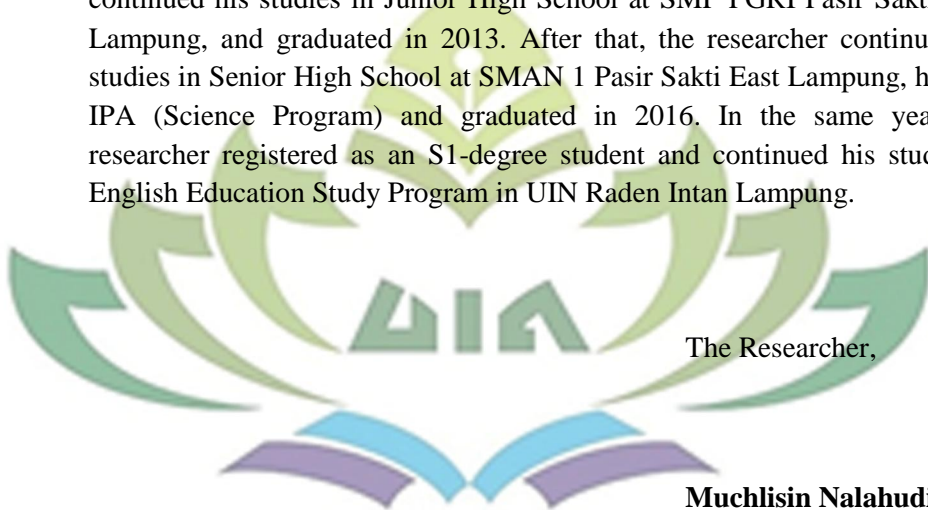
1. Allah SWT, who always loves and keeps me everywhere and every time.
2. My beloved parents, Mr. Tohir and Ms. Naimah who always love me and keep on praying for my life and success. Thanks for all the motivation. I love you forever.
3. My beloved sisters and brother, Iin Yuliana, Muhamad Baidilah, S. Pd, Sururum Mujayanah, Panca Fadila Zulaika, and Sintina Khoirun Fiqolbi who love, care, support, pray, and cheer me up for my success. Then, my beloved grandmother, Ms. Suntain who loves me so much. I do love you.
4. My beloved lecturers in English Education Study Program and Almamater UIN Raden Intan Lampung, who made me grow up and have contributed much to my self-development.



CURRICULUM VITAE

The name of the researcher is Muchlisin Nalahudin. He is called by Muchlis. He was born on October, 18th1997 in Negeri Agung, Gunung Pelindung. The researcher came from Gunung Pelindung, East Lampung. He is the fourth boy of six children of Muslim couple, Mr. Tohir and Ms. Naimah. He has one brother and four sisters beloved, their name are Iin Yuliana, Muhamad Baidilah, S. Pd, Sururum Mujayanah, Panca Fadila Zulaika, and Sintina Khoirun Fiqolbi.

The researcher started studying at the Elementary School of SDN 3 Negeri Agung, East Lampung, and graduated in 2010. Then, the researcher continued his studies in Junior High School at SMP PGRI Pasir Sakti, East Lampung, and graduated in 2013. After that, the researcher continued his studies in Senior High School at SMAN 1 Pasir Sakti East Lampung, he took IPA (Science Program) and graduated in 2016. In the same year, the researcher registered as an S1-degree student and continued his studies at English Education Study Program in UIN Raden Intan Lampung.



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This thesis entitled “Online Reading Strategies by Students in Senior High School (A Survey Study at SMA Tri Sukses Natar in the Academic Year 2020/2021” is presented to the English Education Study Program of Raden Intan State Islamic University Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1-degree.

Then, the researcher would like to thank the following people for their ideas, time, and guidance for this thesis:

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8. All of the members of Class C 2016, who support and learn together during studying at GN in UIN Raden Intan Lampung.
9. All friends of KKN and PPL 2016 of Raden Intan State Islamic University Lampung.

Finally, none or nothing is perfect and neither in this thesis. Any correction comments and criticism for the betterment of this thesis are always open-heartedly welcome.

Bandar Lampung, October 2021
The Researcher,

Muchlisin Nalahudin
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CHAPTER I INTRODUCTION

A. Title Affirmation

As the beginning concept to know representation the title of this research is clear and easy to comprehend about the title, then it needed to explain about keywords in this research. Moreover, its form is a measure of title affirmation toward the main term that will study in this research. This research is entitled “Online Reading Strategies by Students in Senior High School (A Survey Study at SMA Tri Sukses Natar in the Academic Year 2020/2021)”.

A survey study is the collection of information from a sample of individuals through their responses to questions.² In this research, the researcher wants to know what strategies are used by students in senior high school at SMA Tri Sukses Natar.

According to the theory by Sheorey and Mokhtari, online reading strategies are the process of extracting meaning from a text that is in a digital format whether it is text, video, or graphics on screen electronically such as smartphones, laptops, computers, and other devices. They categorized online reading strategies into three groups: global reading strategies, problem-solving strategies, and support reading strategies. Global reading strategies involved planning how to read and managing comprehension, problem-solving strategies involved using strategies when reading difficult parts of a text, and support reading strategies involved using devices and techniques to understand a text.³ In addition, how to analyze online reading strategies that are using by students, the researcher will use a questionnaire Survey of Online Reading Strategies as an instrument to collect the data. The instrument of the questionnaire consists of 30 items that are based on global reading strategies, problem-solving strategies, and support reading strategies.

Then, the object of this research is students in senior high school at SMA Tri Sukses Natar. At the senior high school level, a student is a person who is studying at a school. Students in senior high school are a lot of people who read the information via the internet when they want to do

² Check J., and Schutt R.K., *Survey Research: Research Methods in Education*, (CA: Sage Publications, 2012), 159-185.

³ Kouider Mokhtari, and Ravi Sheorey, *Measuring ESL Students Reading Strategies*, (Oklahoma: Journal of Developmental Education, 2004), 2-10,
<https://www.researchgatenet/plublication/285641803>, accessed on March 11st 2021

assignments, reading online has become something that is often done by senior high school students these days. SMA Tri Sukses Natar, which is located in Serbajadi II Street, Nurul Huda Lampung Foundation Complex, Pemanggilan, Natar, South Lampung. Lampung.

B. Background of the Problem

Learning foreign languages, especially English, has been used as a strategic tool and strategy for human resource development at various times in the history of education in this world. The importance of English as an international language whereby education and cultures are exchanged at all levels, Indonesia education system obliging, students at junior high school and senior high school level should be passed an English examination for graduating from school. It means that learning English as a foreign language is very important especially in Education.

Since the end of 2019, *coronavirus disease* 2019 (COVID-19) is profoundly affecting lives around the globe. As a result of the COVID-19 pandemic, the entire system that runs like a government, the economy, including education in Indonesia is disrupted. In this situation, the Indonesian government (The Education and Culture Ministry) makes a decision in the education sector as learning from home, adopts a policy of temporarily closing the teaching and learning process at schools and universities. It makes urgently the students to studies at home and replacing them with online learning to break the chain of disease.⁴

Students continue their education through online learning and via video conventions with their teachers. However, many schools were not ready to apply learning from home programs yet, because a lack of facilities holds up preparation to apply learning from home programs. This is a challenge for all of the teachers, especially English teachers because language is a study that requires mastery of four skills.

English learning can be defined as mastery of four skills, there are: listening, speaking, reading, and writing. One of the important language skills is reading, reading needs thoughtful and creative activities, these activities require knowledge and skills which are very important for the readers.⁵ It means that reading skill is an important aspect in learning a language, especially in learning English as a second or foreign language.

⁴ Mendikbud. *Minister of Education and Culture Circular: Learning online and working from home in order to prevent the spread of the coronavirus disease (COVID-19)*. (Jakarta: Kemdikbud, 2020). <http://kemdikbud.go.id/main/files/download/51e9b72ef92c6d8>

⁵ Jeremy Harmer, *How to Teach English*, (London: Pearson Longman, 2007), 80

Reading skill is an important subject of study because reading is one of the factors that can make students succeed in their study, depending on their greatest part of reading. Reading is needed by students to get information and knowledge.

Nowadays, reading is not only about the printed text such as reading on paper in books, magazines, newspapers, or journals. But also reading through online is online reading, a form of online text is online articles, online news, social media, and a downloadable e-book. According to Henry, online reading is the new literacy and it is different from the traditional conception of literacy.⁶

At the senior high school level, the students are a lot of people who read online or looking for searching information via the internet when they want to do assignments, sometimes they also have to read an English article where the words they do not understand the meaning of the text as well. The factors that contributed to having good reading comprehension, one of them are reading strategies. Reading strategies are very important to help the reader comprehend the text in the act of reading, it is an effective way to solve reading problems encountered by students while reading academic text online.

Besides, reading academic text online is necessary for students because libraries became sources in the form of online articles, e-books, and e-textbooks that are available used. It is crucial for learners to be concerned about online reading, they can decide the appropriate strategies for specific contexts and this will permit them to construct the meaning from the reading text. According to Sheorey and Mokhtari in online reading strategies, they categorized online reading strategies into three groups: Global reading strategies, problem-solving strategies, and support reading strategies.⁷

Learning activities in senior high school sometimes use online text in the learning process, the students may face difficulties when they are reading an online text such as the difficulties in understanding online reading because of the presence of unfamiliar or incomprehensible vocabulary so that makes it difficult for students who are reading to understand their true intentions. This occurs when the teacher asks the

⁶ Henry Laurie, *Exploring New Literacy Pedagogy and Online Reading Comprehension among Middle Schools Students and Teachers*, (Dissertation, Storrs: University of Connecticut, 2007), 7

⁷ Kouider Mokhtari, and Ravi Sheorey, *Measuring ESL Students Reading Strategies*, (Oklahoma: Journal of Developmental Education, 2004), 2-10, <https://www.researchgatenet/publication/285641803>, accessed on 11st March 2021

students to open online text based on the material they are learned during learning from home, so it makes students do reading online text without having to print out the text or the material that has been given by the teacher.

Furthermore, based on the preliminary research that was conducted on 21st December 2020, the researcher interviewed the teacher of SMA Tri Sukses Natar, Mr. Wira Susanto, S.S., the interview result was found that some students have difficulties in reading English. The teacher says that he uses Google meet to support delivery material especially reading skills in learning from home, and the teacher advises students to act in a search-relevant study about English that has been given by the teacher with reading in an article, e-book, and anything which appropriates on the internet with online reading. Learning from home through Google meet feels not effective in delivering material to the students because of the obstacle of making sense of the material that has been explained by teachers, the obstacle such as network and differences ability of students. When the teacher gives a text and the students read the text, the teacher asks the students to read the text for getting information, most of the students seemed confused to comprehend what they read. Students were difficulty in identifying information, and also difficulty finding the main idea of the text.⁸ It means that students have different abilities such as knowledge in online reading strategies, and many students have low reading comprehension in getting information on the text.

In addition, the students may easily get boring during the class and difficult to get the main idea of the text that are they learn, and they become passive during the class. It makes their skill cannot increase, English teaching should deliver an interesting technique that can guide the students to understand the text and go predict the meaning. So, they can increase their reading ability.

Moreover, there are previous researches about online reading strategies. The first research was conducted by Ozturk from Ghazi University Turkey, entitled "Use of Metacognitive Online Reading Strategies by Students Teacher of English". His research was about exploring the usage of online reading strategies. His research aimed to find out the kind of metacognitive online reading strategies that are employed by student teachers and to find out the most and the least of metacognitive

⁸ Susanto Wira, as *English Teacher at the Eleventh Grade of SMA Tri Sukses Natar*, an Interview, December 21st 2020.

online reading strategies that are used by student teachers.⁹ The similarity of this research with the researcher's study is about the employed uses of online reading strategies. Then, the difference is about the subject of the research. His research was a college student but in this research is student senior high school grade eleventh.

The second previous research is "Cyber Reading in L2: Online Reading Strategies of Students in Philippine Public High School" by De Leon and Veronica from the University of Santo Thomas. Their research aimed to identify the online reading strategies employed by students in a Philippine Public High School in particular.¹⁰ The similarity of this research with the researcher is about to know the employed online reading strategies by students that are applied when they do reading online. Meanwhile, the difference is about the subject of the research. In their research, the subject of the research is the Public High School in the Philippines. But, in this research, the subject of the research is student senior high school grade eleventh.

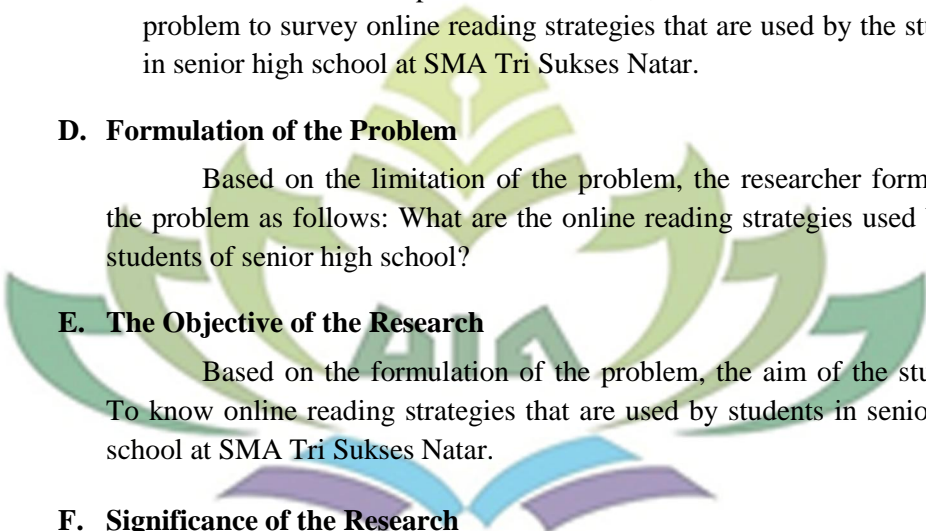
The last previous research is a thesis by Sari, entitled "The Correlation between Reading Strategies and Reading Comprehension Achievement of the Eleventh Grade Students of SMA Muhammadiyah 6 Palembang". This research aimed to investigate the correlation between reading strategies use (*Survey of Online Reading Strategies*) and reading comprehension achievement of the eleventh-grade students of SMA Muhammadiyah 6 Palembang.¹¹ The difference between this research and the researchers' study is about the object of the research, in her research the objective of the research is to investigate the correlation between online reading strategy uses and reading comprehension achievement. But in this research, the object of study is to know the appropriate uses of online reading strategies employed by students.

Therefore, according to the explanation above, the researcher wants to know what strategies are used by students when they have to read online. The researcher is interested in conducting research entitled "Online

⁹ Ozturk, *Use of Metacognitive Online Reading Strategies by Student Teachers of English*, (Ankara: Gazi University Turkey, 2018)

¹⁰ De Leon, Veronica, *Cyber Reading in L2: Online Reading Strategies Employed by Students in Philippine Public High School*, (Manila: University of Santo Thomas, 2014)

¹¹ Tika Sari, *The Correlation Between Reading Strategies and Reading Comprehension Achievement of the Eleventh Grade Students of SMA Muhammadiyah 6 Palembang*, (S1 Thesis, Palembang: UIN Raden Fatah Palembang, 2017), Published on <http://repository.radenfatah.ac.id/view/creators/SARI=3ATIKA=3A=3A.default.html>, accessed on December 23rd 2020

Reading Strategies by Students in Senior High School (A Survey Study at SMA Tri Sukses Natar in the Academic Year 2020/2021)”.


C. Identification and Limitation of the Problem

1. Identification of the Problem

Based on the background of the problem above, the researcher found several problems as follows:

- a. The students have different abilities in online reading.
- b. The students' reading comprehension was still low.

2. Limitation of the Problem

Based on the explanation available, the researcher limited the problem to survey online reading strategies that are used by the students in senior high school at SMA Tri Sukses Natar.

D. Formulation of the Problem

Based on the limitation of the problem, the researcher formulated the problem as follows: What are the online reading strategies used by the students of senior high school?

E. The Objective of the Research

Based on the formulation of the problem, the aim of the study is: To know online reading strategies that are used by students in senior high school at SMA Tri Sukses Natar.

F. Significance of the Research

The result of this research, it is expected that there would be some contribution as follow:

1. Theoretically

For theoretical contribution, the result of this research would be expected to support the previous research about the analysis of online reading strategies by students. In addition, this research would be expected to give a contribution of any value for the next researchers on a similar topic, as a reference to another research that wants to study online reading strategies.

2. Practically

- a. For schools, it is expected that the research gives information for the school about online reading strategies.
- b. For the teacher. Hopefully, this research gives information to English teachers about online reading strategies in teaching reading.

- c. For the students, it is expected to further increase students' learning, especially in English class, it helps the students to know and understand some strategies to read the online reading text. In addition, it is expected to solve students' problems in reading activities.

G. Relevant Research

There are several relevant research that has been conducted by the researchers. The first research is a thesis by Prastowo, 2019, entitled "*Online Reading Strategies Used by Students in an EFL High School in a Rural Area*" which was presented by the Islamic University of Indonesia, Yogyakarta. This study aims to describe online reading strategies used by senior high school students in English as a Foreign Language (EFL) high school in a rural area. This study is a quantitative research using a questionnaire of the Online Survey of Reading Strategies by Anderson. The number of participants is 79 students. The finding shows that: Global Reading Strategies (Mean: 3,338851 SD: 0.998007), Problem Solving Strategies (Mean: 3,338851 SD: 0.998007), and Support Strategies (Mean: 2,763713 SD: 1.109762). The Problem Solving Strategies become the most frequently used strategies, while support strategies become the least frequently used strategies.¹²

The last relevant study is a thesis by Baisti, 2019, entitled "*A Survey on Online Reading Strategies in Senior High School*" which was presented by the Islamic University of Indonesia, Yogyakarta. This research aims to identify the online reading strategies used by high school students. The method of this research is a survey study that uses a questionnaire to collect the data. The questionnaire was adapted from the Survey of Online Reading Strategies (SORS) by Mokhtary & Shoeray. The result shows that the highest average is in question number 1 (Mean = 3.68) that is "I have a purpose in mind when I read online" which is a category from Global Reading Strategies and question number 11 (Mean = 3.68) that is "I try to get back on track when I lose concentration" which is a category from Problem Solving Strategies.¹³

¹² Danang Dipo Prastowo, *Online Reading Strategies Used by Students in an EFL High School in an Rural Area*, (S1 Thesis, Yogyakarta: Islamic University of Indonesia, 2019), Published on <http://dspace.uii.ac.id/browse?type=author&value=Danang+Dipo+Prastowo%2C+15322001>, accessed on Nov 23rd 2020

¹³ Kamila Intani Baisti, *A Survey on Online Reading Strategies in Senior High School*, (S1 Thesis, Yogyakarta: Islamic University of Indonesia, 2019), Published on

H. Systematics of the Research

Systematics of the research aimed to easily in comprehension coherence between each part of chapter I and part of other chapters. The researcher makes systematic discussion following by:

1. Chapter I (Introduction)

Discusses title affirmation, the background of the problem, identification and limitation of the problem, formulation of the problem, objective of the research, significance of the research, relevant research, and systematic of the research.

2. Chapter II (Frame of Theory and Hypothesis)

Emphasis more on the frame of theory and theoretical sustainability, it will research by researchers', and the hypothesis of the research. Besides, contained in this chapter II presents the frame of theory reading, reading strategies, online reading strategies, and the hypothesis of the research.

3. Chapter III (Research Method)

Explain the research methodology that was used by the researcher. Following by: 1) Place and time of the research, 2) Research design, 3) population, sample, data collecting technique, 4) Operational definition of variables, 5) Research instrument, 6) Validity and reliability of the instrument, 7) Fulfillment of the assumption, and 8) Hypothesis testing.

4. Chapter IV (Findings and Discussion)

This chapter describes all the findings based on the questionnaire that was shared with the students in senior high school and defined the findings of discussion.

5. Chapter V (Conclusion and Recommendation)

Conducted the conclusion of the research findings, and give some recommendations to the teacher, students, school, and the upcoming researcher.

CHAPTER II

FRAME OF THEORY AND HYPOTHESIS

A. Theories

1. Definition of Reading

Reading is one of the English basic skills that should be mastered by the students. The students can get a lot of information and knowledge. According to Patel and Jain, reading means understanding the meaning of printed words i.e. written symbols.¹⁴ It means that reading is a way of getting the meaning or knowledge from the printed page such as textbooks, newspapers, magazines, novels, etc. In this process, the reader actively finds the messages conveyed by the author. By reading the students will know more about what should they write and speak.

According to Devito, reading is the main part of acquiring students' knowledge. He also mentioned that reading can improve their vital language skills, enrich their life, enhance, and provide them with an enjoyable activity.¹⁵ It means that reading is an important activity in life with which one can update the knowledge and tool for academic success.

According to Grabe and Stoller, reading is the ability to draw meaning from the printed page and interpret this information appropriately.¹⁶ It means that the reader must be able to interact with the reading materials and take on the meaning of each word to get the information that they have read.

Moreover, reading is a set of skills that involves making sense and deriving meaning from the printed word.¹⁷ It means that reading is the ability to get information appropriately from the printed page or text that is read by the reader. The readers draw or imagine meaning by themselves. Then the reader making sense to makes it easy in getting the meaning appropriately from the printed words.

Based on the explanation above, the researcher concluded that reading is an activity or process of receiving and interpreting information involving the previous knowledge to arrive at the meaning and

¹⁴ M.F Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools & Technique)*, (Jaipur: Sunrise Publied and Editor, 2008), 113

¹⁵ F. B. Devito, *Why Reading so Important for Children*, (Family Resource, 2014), retrieved from <http://www.familyresource.com/Parenting/child-development/why-reading-is-so-important-for-childrean>, accessed on 11st March 2021

¹⁶ William Grabe & Fredericka L. Stoller, *Teaching and Researching Reading*, 2nd Ed, (London: Routledge, 2011), 6

¹⁷ Caroline T. Linse, *Practical English Language Teaching*, (New York: The McGraw-Hill Companies, 2005), 69

understanding of the text to get the ideas or information intended by the author. To get information appropriately from the text, the readers could make sense and also need to understand what they read, and what the word means.

a) Reading Offline

Reading is a mental activity that requires concentration. Paper reading is linear reading which grasps the attention of the reader.¹⁸

According to Guthrie, Benneth & McGough. Reading is the act of getting meaning from printed or written words, which is the basis for learning and one of the most important skills in everyday life.¹⁹

According to Nasreen, reading is a complicated procedure. Readers read to get information from the printed pages. They should be able to pronounce and comprehend the printed words, signs, letters, and symbols by assigning meaning to them.²⁰

Based on the explanation above, the researcher concludes that reading offline is a process of getting meaning from printed or written words, that the text appropriately in paper or printed text at textbook, letters, magazine or newspaper. The process is not connected to the internet when the readers do read the text.

b) Reading Online

With the increasing globalization and the rise of the World Wide Web, online reading has become a major source of input for L2 readers. The internet has entered L2 classrooms faster than books, television, or any other forms of communication technologies.²¹

According to Hira and Nasreen, online reading is encouraging due to the understanding of scholarly articles because the internet

¹⁸ Hira Ashfaq & Munira Nasreen A., *Experience of Online Reading*, (Lincoln: Libraries at University of Nebraska, 2020), retrieved from https://www.researchgate.net/publication/343971180_Experiences_Of_Online_Reading, accessed on April 6th 2021

¹⁹ Guthrie, Benneth & McGough, *Concept-oriented Reading Instruction: An Integrated Curriculum to Develop Motivations and Strategies for Reading*, (2007), retrieved from http://curry.virginia.edu/go/clic/nrrc/corri_rlo.htm, accessed on 16th April 2021.

²⁰ Munira Nasreen Ansari, *Impact of Online Reading on Skills of Professional*, (Lincoln: University of Nebraska, 2018), retrieved from <https://digitalcommons.unl.edu/libphilprac/1753>, accessed on 18th April 2021.

²¹ Julie Coiro, *Educational Leadership: Making Sense of Online Text*, (University of Rhode Island, 2005), retrieved from <https://www.researchgate.net/publication/298593632>, accessed on April 16th 2021.

provides access to hyperlinks, language translation services, and online dictionaries.²²

Reading online is different from reading printed texts, reading online is read in digital form and includes e-books, e-dictionaries, web documents, and online instructional materials. They offer a nonlinear approach to reading and interactive features which enrich and expand the concept of literacy. Reading electronic texts on all types of computers and mobile devices is considered online reading.²³

Based on the explanation above, the researcher concludes that online reading is the process of extracting meaning from a text that is in a digital format available on the internet. The reader must be connected to the internet, on the internet that is many things are available to distract the attention of readers. It is challenging for readers to focus on their required information.

2. Reading Strategies

Strategies as the specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information.²⁴ It means that strategies are the way of specific methods to approaching a problem for achieving information to help them and to understand what they want to carry out of solving the problem in their face.

According to Li F, reading strategies are deliberate, conscious techniques that readers employ to enhance their comprehension or retention of textual information.²⁵ It means that reader technique to enhance their comprehension of the textual information to get information or knowledge from the text and understanding it with realize.

According to Brantmeier, reading strategies are the comprehension processes that readers use to make sense of what they read that are categorized as approaches, actions, and procedures used to

²² Hira Ashfaq & Munira Nasreen A., *Experience of Online Reading*, (Lincoln: Libraries at University of Nebraska, 2020), retrieved from https://www.researchgate.net/publication/343971180_Experiences_Of_Online_Reading, accessed on April 6th 2021.

²³ Wendy Sutherland-Smith, *Weaving the Literacy Web: Changes in Reading from Page to Screen*, (Deakin University, 2002), retrieved from <https://www.researchgate.net/publication/289897269>, accessed on April 16th 2021.

²⁴ H. Douglas Brown, *Language Assessment Principle and Classroom Practice*, (New York, Pearson Education, 2004), 186.

²⁵ Fenfang Li, *A Study of English Reading Strategies Used by Senior Middle School Student*, (Asian Social Science, 2010), Vol 6, No. 10, retrieved from <http://www.ccsenet.org/journal/index.php/ass/article/view/7693>, accessed on 6th April 2021.

improve reading comprehension.²⁶ It means that reading strategies are the ways to make readers comprehend ideas or meaning about messages intended what they read and making sense to makes easy in getting the meaning appropriately from the text reading.

Regarding the explanation available in the literature, reading strategies can be defined as the specific techniques readers employ to complete reading tasks successfully. Reading strategies are an action that readers applied to comprehend the text, reading strategies are one of the important factors that help readers to improve reading comprehension and overcome reading difficulties.

3. Online Reading Strategies

Online Reading is the type of reading text in form of electronic screens such as smartphones, laptops, computers, and other devices. Online reading is the new literacy that can be found online, that can be accessed by students to accomplish their assignments and to improve their academic purposes. Online reading gives the opportunity readers to found some references without limit, the readers can increase their reading knowledge and find out some information based on their online reading. So, knowledge of online reading strategies is important to understand some reading such as book, article or journal without printed.

a. The Definition of Online Reading Strategies

Online reading is the process of extracting meaning from a text that is in a digital format whether it is text, video, or graphics on screen electronically.²⁷ It is crucial for learners to be concerned about online reading strategies because when they were familiar with the strategies, they can decide the appropriate strategies for specific contexts and this will permit them to construct the meaning from the reading text.

According to Sheorey and Mokhtari, they categorized online reading strategies into three groups: global reading strategies, problem-solving strategies, and support reading strategies.²⁸ Global reading

²⁶ C Brantmeier, *Second language reading strategy research at the secondary and university levels: Variations, disparities, and generalizability*. (The Reading Matrix, 2002), 1-14, retrieved from <http://www.readingmatrix.com/articles/brantmeier/article.pdf>, accessed on 12th March 2021.

²⁷ Aly Anwar Amer, T.A. Barwani, & M. Ibrahim, *Student Teachers' Perceived Use of Online Reading Strategies*, (International Journal of Education and development using Information and Communication Technology, 2010), retrieved from https://www.researchgate.net/publication/275154611_Student_teachers'_perceived_use_of_online_reading_strategies, accessed on 6th April 2021.

²⁸ Kouider Mokhtari & Ravi Sheorey, *Measuring ESL Students Reading Strategies*, (Oklahoma: Journal of Developmental Education, 2004), 2-10, retrieved from <https://www.researchgatenet/plublication/285641803>, accessed on 11st March 2021.

strategies involved planning how to read and managing in getting comprehension, such as checking the text is written appropriately in terms of text is objective with needed. Problem-solving strategies are related to the steps that are taken by readers, like a direct dealing with the text. For example, re-reading the text to comprehend it better. Support reading strategies are related to help and support that readers and learners get from outside such as using a dictionary, translation, highlighting, taking notes on the margin of the page.

Based on the explanation above, the researcher concluded that online reading strategies are the way to comprehend a text that is in a digital format and to carry out the meaning from online text provides on the internet. Online reading strategies divide into three types: global reading strategies, problem-solving strategies, and support reading strategies.

b. Types of Online Reading Strategies

According to Mohktary and Sheorey, they classify online reading strategies include in SORS (Survey of Online Reading Strategies) into three types, there are; global reading strategies (GLOB), problem-solving strategies (PROB), and support reading strategies (SUP).

1) Global Reading Strategies (GLOB)

Global strategies involved planning how to read and managing comprehension. GLOB is an intentional, carefully planned technique by which learners monitor and manage their reading, such as having a purpose in mind, previewing the text as to its length and organization, or using typographical aids and tables and figures. GLOB contains 15 items and represents a set of reading strategies oriented toward a global analysis of a text. These strategies can be thought of as a generalized, intentional reading strategy aimed at setting the stage for the reading act. It means that the global reading strategy is the various method of finding information.

2) Problem-solving Reading Strategies (PROB)

Problem-solving strategies involved using strategies when reading difficult parts of a text. PROB is the actions and procedures readers use while working directly with the text. These are localized, focused techniques used when problems develop in understanding textual information, such as adjusting reading speed according to what is being read contain 10 items that appear

to be oriented around strategies for solving problems when the text becomes difficult to read. These strategies provide readers with action plans that allow them to navigate through the text skillfully. It means that problem-solving strategies are the process of finding solutions.

3) Support Reading Strategies (SUP)

Support strategies involved using devices and techniques to understand a text. SUP contains 9 items and primarily involves the use of outside reference materials (such as the use of a dictionary), taking notes, underline or circling information, and other practical strategies. These strategies provide the support mechanism aimed at sustaining responses to reading.²⁹ It means that a support reading strategy is a tool to help the reader to understand the meaning.

Regarding the explanation available in the literature, the researcher concludes that types of online reading strategies included three types, there are global reading strategies is the various method of finding information, problem-solving reading strategies is the process to finding solutions, and support reading strategies are the tools to help the reader to understand about the meaning.

4. The Advantages and Disadvantages of Online Reading

According to Hira and Nasreen in a study “Experience of Online Reading”, the finding study indicated that respondents have advantages and disadvantages experience of online reading, following by:

a. The Advantages of Online Reading

1) Comprehension

The comprehension level of the reading is superior through the internet. When readers find any new term and topic to understand they can get information relevant to these terms which helps to comprehend the topic, all these things provide more and more information to understand the subject which increases the comprehension level.

2) Concentration

It identified that the concentration level of online reading depends on the reading interest of the respondents. Reading interest creates when respondents found new and recent

²⁹ *Ibid*, 2004

information on their topic of interest. It develops interest which helps to build up concentration. The internet presents the information in a variety of formats: text, audio, video which catches attention. Current, latest, and up-to-date information makes the concentration on online reading.

3) Absorption

Absorption depends on concentration level, when respondents read with concentration the input of information increases at the same time the absorption increase.

4) Relaxation

The reader indicated that they download and save on portable devices and read whenever they want to read this information. It is relaxing for them. Moreover, it provides every type of information at any time without limitations. It also relaxed them.³⁰

Regarding the explanation available in the literature, the advantages can be concluded that online reading is positive due to the acceptability of information at home, workplace, and travel. Internet explores the information and is a way to take recent and up-to-date information without going to the library and without waste of time. It is a tool to provide a variety of information with quick responses. Internet increases the reading habit and reading interest because of the availability and accessibility of a large amount of information at all times. The internet increases the knowledge of users because it provides information about the globe. The learners will continue to develop their reading skills to understand the contents of the passage that they will refer to the development of their knowledge.

b. Disadvantages of Online Reading

1) Distraction of concentration

It seemed that the advertisement and hyperlinks diverted their concentration when they read on the internet. They cannot focus on reading for much time on the smart phone and PC screens because its rays disturb them.

³⁰ Hira Ashfaq & Munira Nasreen A., *Experience of Online Reading*, (Lincoln: Libraries at University of Nebraska, 2020), retrieved from https://www.researchgate.net/publication/343971180_Experiences_Of_Online_Reading, accessed on April 6th 2021.

2) Recall

It is indicated that the recall level of online reading is also based on the level of concentration. Recall level high if they read with concentration.³¹

Based on the explanation above, the researcher concludes that the disadvantage of online reading is the reader feels tired and faces eye strain. As well as online reading takes time to get the required information because on the internet vast amount of information is available and they have to filter the information to fulfill their needs.

B. Hypothesis

According to Priscilla, a survey is used to establish that a postulated effect exists in the sample. The contention that this effect exists is the alternate hypothesis.³² The hypothesis is simply put, a prediction of the research.

Regarding the explanation available in the literature, about the frame theory of online reading strategies and the result of relevant research, and also the formulation of the problem, then it explains the background of the research before.

Based on the previous research about online reading strategies, the research was conducted by Baisti. The result of the research shows that global reading strategies have become the most used strategies by students.³³ Therefore, as we can see from the determining statistical alternate hypothesis, the researcher conducted an alternate hypothesis as follow: Students grade eleventh at SMA Tri Sukses Natar used global reading strategies in reading online text.

³¹ Ibid, 2020.

³² Priscilla A. Glasow, *Fundamentals of Survey Research Methodology*, (Washington: Mitre Product, 2005).

³³ Kamila Intani Baisti, *A Survey on Online Reading Strategies in Senior High School*, (S1 Thesis, Yogyakarta: Islamic University of Indonesia, 2019), Published on <http://dspace.uui.ac.id/handle/123456789/4686/browse?type=subject&value=EFL+high+school>, accessed on Nov 23rd 2020

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